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ABSTRACT

In 1975 the North Adams State College Education Department joined with the Campus School in developing a collaborative program for the education of both inservice and preservice teachers. This effort led to the creation of area teacher centers. Each center employs a college faculty member as a facilitator to assist cooperating teachers and student teachers in identifying areas of specific need. The facilitators also demonstrate various instructional strategies and diagnose learning problems. Further aid is given to the constituent teachers by the presentation of workshops and minicourses. The codevelopment of the teacher centers and the facilitator model has resulted in North Adams becoming a site for the field testing of products in association with the National Institute of Education. (LH)

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NORTH ADAMS STATE COLLEGE TEACHER EDUCATION PROGRAM

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Section I: SUMMARY

The Education Department and its Campus School in September, 1975 initiated a model of teacher education which requires a collaborative approach to the education of both pre- and in-service teachers. To achieve this end, schools were identified in which both administrators, and teachers are energetic, creative, innovative, and willing to accept the challenge of what seems to be a theoretically sound approach to teacher education. These school centers, teachers/learning centers, then have become field sites in which college faculty members, called facilitators, are located along with pre-service teachers (sophomores, juniors, seniors) and co-operating teachers, who in a team effort work to provide the finest possible education for children. The facilitator, as a team member in this clinical setting assists the pre-service teacher and in-service teacher in interpreting and applying the theory learned in college classes to actual practice with children. The facilitator assists co-operating and other in-service teachers, when requested, in identifying areas of need, demonstrating various instructional strategies and in diagnosing and prescribing for learning problems. She/he may also provide workshops or minicourses if requested, or arranges to bring the resources of the college - human and material - to the teaching/learning center.

The college campus school has been identified as a site for training future facilitators, and for the production of protocol materials to be utilized throughout the county and in pre- and in-service education. Both college personnel and teachers develop and test various projects prior to their use in schools. North Adams has now been identified as one of five sites in Massachusetts to field test products for the National Institute of Education.

Section II: Comprehensive Explanation

A. Description and Development of the Program

Using funds provided by the Massachusetts State College Board of Trustees during the academic year 1974-1975 the College, Education Department and its Campus School conducted an extensive study and evaluation of its teacher education programs and components for purposes of determining how we could be more effective in preparing pre-service and in-service teachers. The faculties proposed designing a teacher education program built around the concept that effective teacher education must include a continuum of learning, merging pre- and in-service teacher education, which could be facilitated through the development of close partnerships with public schools, teachers, administrators, and professional organizations.

In April, 1975, the findings and recommendations of the committee were presented to the faculties involved. The major recommendations were: (1) that there be an organizational structure that would involve a partnership among college faculty, school faculty, administrators, and teacher association membership; (2) that there be developed a number of school based teaching/learning centers (T/LC) in which college education department and campus school faculty, called facilitators, be housed for at least half of their time; (3) that the campus school serve as the clinical setting in which facilitators were prepared for work in school systems as well as the center for the development and study of new protocols, materials which could be effectively used in other schools and systems; (4) that there be a reallocation of faculty resources in part, to in-service education.

It was recommended that should the proposal be accepted by the faculties that the following project calendar with the ensuing tasks be undertaken:

Summer 1975: 1) The Education Department and Campus School faculty

meet throughout the summer in order to co-ordinate plans, determine roles, clarify issues, etc.

2) The laboratory school staff and facilitators, when selected, participate in a one month workshop in order to prepare for the implementation of the reorganization of that school.

3) The facilitators selected, meet to define roles, expectations, tasks, etc.

4) The person be elected who would be responsible for initiating, implementing, directing, this co-operative approach to pre- and in-service teacher education.

Academic Year 1975-1976: 1) The collaborative be initiated and implemented

2) Two T/L Centers be established off campus

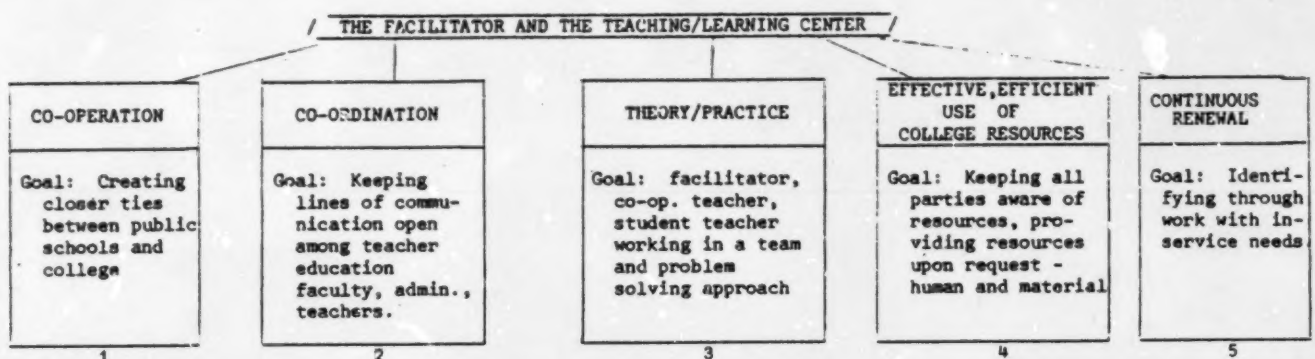
3) One "intern facilitator" be trained at the campus school

4) Councils, advisory in nature be formed by teachers in T/L Centers association members, administrators, facilitators

5) An assessment of this approach be made at the end of the year 1975-1976, in order to gather essential data and feedback as a basis for continual improvement and direction of efforts.

Academic Years 1976-1980: The major undertaking to be continued, the program be assessed, and refined and that the tasks related to this model - retraining, needs assessment, be continued. Prior to the calendar years being reported a field-based, competency based pre-service teacher education program had been developed and work on the Graduate program had begun.

B. Objectives and Goals



Goal 1, 2: Achievement of these goals necessitates creating a climate of co-operation by assuming that both public school and college, understand the nature and functions of each institution. Teacher education programs cannot

effectively operate without a good relationship with public schools, nor can public schools operate as effectively without assistance from college personnel and their programs. The Teacher/Learner Center concept demands that these interrelationships be maximized. The facilitator's task is to aid in the clarification and articulation of the college teacher education programs (sophomore through senior), while at the same time understanding, being sensitive, to the needs of public school personnel. Facilitators then, act as liaisons, co-ordinate schedules, assist both teacher and student teacher in understanding their functions. Facilitators work alongside the co-operating teacher and student teachers in a team approach to solve problems. In this team approach teachers have input into the kinds of learning experiences the student teachers should have. Through the formation of the Advisory Council, teachers and administrators are also provided the opportunity to recommend improvements, changes, etc., in the teacher education curriculum as well as to plan systematic programs of in-service instruction in the T/L Centers.

Goal 3: Teaching/Learning Centers house facilitators, co-operating teachers, and clusters of pre-service teachers. Facilitators who are instructors in the students' theory classes at the college, in which learning "processes" are the emphasis, become the critical component in seeing that theoretical strategies are reflected in planning learning environments for children. This is accomplished by working in team, problem-solving approaches with co-operating teachers and student teachers. The team approach became a vehicle for assisting the pre-service teacher in applying learning theory and an in-service activity for the co-operating teacher. Informal comments from teachers involved were highly supportive of this effort.

Goal 4,5: The model creates a unique vehicle for use of college resources for individualizing in-service education for teachers. The team approach to problem-solving (facilitator, pre- and in-service teachers) became a continuous in-service activity for teachers involved. In-service teachers who were not co-operating teachers were also encouraged to work with the facilitator, to ask

for resources - human or material. Facilitators were asked to provide workshops in metrics, math concepts, values clarification, etc. They have brought specialists on to the school site, i.e., reading. Arrangements were made by one facilitator to provide a graduate level course on the school site in which curriculum products were developed by teachers, used in their classes, and follow-up observation was made by facilitator and teacher. Another facilitator was able to bring the services of a clinician to a teacher who requested assistance in managing her classroom. The clinician, who has an outstanding reputation for differential management techniques, worked in a team approach with the teacher and the pre-service teachers to solve the problem of grouping and managing children effectively. The team is at present writing this successful experiment for publication.

C. Personnel Involved: At the present time ten members of the Education Department and nineteen members of the Campus School represent the college involvement in the project. This group includes the Director of Professional Education and the five facilitators, three of whom are education department members and two who are members of the Campus School faculty. Approximately twenty co-operating teachers who are members of the T/L Center faculties and work in a team approach with the facilitator, sophomore, junior, and senior students are external members. The advisory council is comprised of the Director of Professional Education, the facilitators, one co-operating teacher from each of four centers, two campus school teachers, two city school teachers, and one administrator.

D. Budget - Cost of Project:

A. Development of Collaborative Skills (Activity)

Participants would be all those involved in the collaborative (education department, campus school, co-operating teachers). The purpose would be to develop collaborative skills within the group of educators who are central to the overall success of the project. Consultant help required (\$10,000.)

B. Training Facilitators (Activity)

Participants in this activity are facilitators, potential facilitators, administrator of the Campus School, and the Education Department faculty. Funds for postgraduate studies, in-service programs, faculty development, visitation, participation in conferences are required. (\$24,000.)

C. Training of other NASC faculty and/or Mark Hopkins faculty for in-service role:

Participants in this activity are those members who will be available to work in in-service with teachers on a county-wide basis as workshop leaders and consultants. An in-house month-long faculty development program has been provided for NASC. The purpose of which is to help faculty to develop competency based education programs and curricula, to help faculty develop alternative strategies for working in the college setting, and then the school setting, and hence to enhance the ability of the all college faculty member to respond to Berkshire County's in-service teacher education needs. (Required \$1,500.)

D. Training provisions for co-operating teachers and stipends. (\$1,000.)

E. Secretarial Assistance (1/2 time - \$4,000.)

F. Administrative Funds (\$1000.)

At present funds have been provided by the President of NASC, who is highly supportive of the project, Project Renewal (FIPSE), and the faculty itself has generated funds through its in-service activities. These funds have been placed in a trust and have been utilized in our faculty development projects by faculty of the Education Department and the Campus School.

G. Contribution to the Improvement of Education

An assessment instrument was developed and administered to all teachers and student teachers in T/4 Centers and in traditional school sites. The instrument asked the groups to consider what facilitators or supervisors did do and what they thought they should do. Teachers and student teachers saw facilitators as meeting their objectives. A comparison of traditional supervisory roles and the facilitator role was made. Teachers in effect were asking that all college personnel operate as facilitators. T/4 Center

teachers were far more responsive to the questionnaire perhaps suggesting their greater involvement in the preparation of teachers.

Perhaps the greatest evidence for the success of the T/L Center concept is the requests we have had to extend our centers throughout the school system and the county. Teachers, administrators and superintendents have responded positively to our efforts and as a result we have become increasingly involved in working in the county. A Berkshire County collaborative is in process. We have been suggested as one of five regions in the state, because of our T/L Centers and collaborative approach, to critique products for the National Institute of Education.

F. Evaluation Methods and Results

A review of the literature was made regarding "facilitator" and "advisor roles" as well as "traditional" supervisory roles. From that literature a questionnaire of 32 items was constructed. Teachers and student teachers in T/L Centers and in "traditional" school sites were asked to respond to what their facilitator or supervisor did and to what they thought they should do.

The study lends some slight evidence to the fact that when facilitators are housed on school sites and work in team approaches with students and teachers there seems to be greater involvement on the part of teachers in how pre-service teachers should be prepared, and in improving themselves as professionals. The study also suggested that teachers in the "traditional" sites do want to participate in more meaningful ways with the college teacher education program and do want more assistance from the college for their own professional growth. Finally the study suggests that human relation skills are extremely important skills for one wishing to become a "facilitator".

College educators wishing to become involved in such an approach to teacher education will find that the traditional college "course load" will not be appropriate. It is more likely the day will begin at eight a.m. and end after five or later. Not only will "course load" requirements need to be changed but time will need to be provided for in-service planning, preparation and follow-up. College educators need to be aware that they themselves will be in need of in-service training which will allow them to become more responsive to the needs of teachers in real classroom situations.